

Bishop Martin CE Primary School



'Learning Together, Growing in Faith'

'May Your Light Shine Before Others So They May See Your Good Deeds' (Matthew 5.16).

PSHE, including Relationships & Sex Education Policy

September 2026

Review Date: September 2027

Vision and Values

Our school motto statement '*Learning Together, Growing in Faith*' is underpinned by the gospel saying, '*May Your Light Shine Before Others So They May See Your Good Deeds*' (Matthew 5.16). Our five Core Christian Values are: *Hope, Trust, Respect, Kindness* and in the centre of all four of these, *Love*. These values are represented, throughout school, by our Values Design. Rooted in the Bible Quotes around the outside of the design, the four Values of *Hope, Trust, Kindness and Respect* all flow towards the centre where our motto sits, surrounded by the heart representing *Love*. This design, its meaning and symbolism and these Christian Values were agreed upon with all members of the family of Bishop Martin fully involved.



This document should be read in conjunction with other Safeguarding related school policies and Reference documents.

- Behaviour Policy
- Child Protection & Safeguarding Policy.
- Teaching and Learning Policy
- Equal Opportunities Policy

Our Guiding LIGHT Curriculum Key Principles:

Lead children in their in their experiences of the awe and wonder of God's love and aspiration for them to succeed in life.

Instil in every child a lifelong love of learning that will equip them to succeed in an ever-changing modern world.

Guide and encourage them to fully engage in the learning process so that they 'take ownership' of their learning.

Harbour a safe nurturing environment where children can develop their own skills and the reliance to achieve to the best of their ability.

Teach a knowledge rich curriculum that is broad, balanced and has clear knowledge and skills progression.

Policy Rationale

At LDST and Bishop Martin our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through a planned approach to PSHE, we promote the development of the whole child.

In our distinctly Christian schools, we strive to enable children of all faiths and none to know how to love and to be loved, and so through this policy we aim to support, encourage, empower, love and equip each of our children so that they can flourish during their time at school and throughout their adult lives.

The purpose of this PSHE, Relationships and Sex Education (PSHE/RSE) Policy is to set out the ways in which our school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life. Through our policy and curriculum, we focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health

Aims

PSHE stands for Personal, Social, Health and Economic education.

Our PSHE curriculum is determined by the DFE Government guidelines and KAPOW programme of study which aims to develop knowledge, skills, understanding and attitudes in the context of core themes:

- My Healthy Self
- Connecting with Others
- The Online World
- Citizenship
- Health Protection
- Staying Safe

By following this programme of study, our curriculum incorporates the statutory objectives of Relationships Education and Health Education within a broader PSHE curriculum.

Bishop Martin C of E Primary School provides a PSHE programme that follows the continued statutory requirement to include RSE and Health education in their curriculum from September 2026.

We aim:

- To teach PSHE as a positive subject – supporting children to thrive in their communities, lives and future workplaces.
- To ensure the PSHE curriculum is a preventative curriculum that positively safeguards all of our children.
- To develop PSHE as a cohesive curriculum that covers all aspects, and is sequenced towards the end of KS2 endpoints, as set out in the RSHE guidance, taking account of the specific context of the school and the community.
- To develop a curriculum, underpinned by teaching the importance of kindness, care, and empathy, that addresses cultures of misogyny and teaches that sexual violence and sexual harassment are always wrong.
- To teach, in a way that is sensitive to the cultural backgrounds and identities of all pupils, about healthy and respectful relationships and healthy lifestyles.
- To equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- To ensure that all children: develop confidence in talking, listening and thinking about feelings and relationships, develop their self-esteem, body confidence and sense of responsibility, are able to name parts of the body and describe how their body works, are prepared for puberty, are taught the knowledge and skills to keep themselves safe, both on and off-line, and know when and how to ask for help and support and understand how physical and mental well-being are inter-connected.

How do we achieve these aims?

- We ensure that curriculum content is relevant to the age, experience and maturity of pupils.
- We acknowledge that any aspects of PSHE can be personal to members of our class and are sensitive in how we approach topics; we never make judgements or use language that may stigmatise.
- PSHE is delivered by class teachers who know the children and are trained to deliver lessons sensitively and knowledgeably, although support from outside agencies, such as the school nurse, the police or Compass Bloom may be used in Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.
- We have a range of strategies to ensure lessons are as safe as possible and that children have a sense of belonging as they explore some sensitive topics, including:

Establishing ground rules for the class

Using distancing techniques

Avoiding shock, fear or shame tactics

Handling questions and concerns sensitively

Having 'I have a question' boxes

Using carefully selected resources to meet the learning objectives in an age-appropriate and relevant way for the children in our school.

As with all curricular areas, we encourage children to take an active role in their learning during PSHE sessions and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues. PSHE lessons regularly include signposting to trusted adults/other agencies so that children know how and where to make any disclosures or discuss any concerns.

Our PSHE Curriculum

PSHE is an umbrella term for a planned programme of learning opportunities and experiences, including relationships education, health education and non-statutory aspects of PSHE including primary sex education and strands relevant to our context. This programme helps children and young people grow and develop as individuals and as members of families and communities. It equips them with knowledge, understanding and practical skills, appropriate to their age, ability and maturity, in order to live healthy, safe, fulfilled and responsible lives, both on and off-line.

This programme includes:

Relationships education (RSE), which must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *2025 DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which states: “The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.”

Health education, which starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Here we emphasise the relationship between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

Sex education, it is recommended that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for Science. The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. In our schools, we define sex education as lessons about conception and birth. Whilst not compulsory in primary schools, it is vital that we teach sex education to prepare children both for the next stage in their education and their future experiences and responsibilities in life.

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key Stage 1 and 2.

EYFS:

- Self – regulation
- Building relationships
- Managing self

Key Stage 1 and 2:

- My Healthy Self
- Connecting with Others
- The Online World
- Citizenship
- Health Protection
- Staying Safe

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.

Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

KAPOW lessons follow the following structure:

- Attention Grabber – To capture the children’s interest.
- Main Event – To explore and discuss the concept.
- Activity – Gives the children the opportunity to share their own responses.
- Wrapping Up – Gather back together and reflect on key questions.

[PSHE Subject Overview Cycle A B.docx](#)

[Equality](#)

All schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149), when teaching RSHE. All children should see themselves, and their families, as represented. We therefore ensure that PSHE resources are relatable, and topics are taught in a way which are inclusive and ensure children know that they belong. Different family types are represented in our curriculum, including same-sex parents along with other family arrangements. Pupils should understand the importance of equality and respect and have an awareness of the protected characteristics of age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

[Pupils with special educational needs and disabilities \(SEND\)](#)

Teaching at our school is developed to ensure PSHE is accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. Pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. PSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. Whilst we try to keep conversations within the classroom, pupils know that confidentiality can never be guaranteed.

Pupils with needs will be supported according to their individual needs, and therefore the type of support they receive will vary. Some examples are:

- Prior access and teaching of key vocab and terms from the Unit Overviews
- Support with reading and writing.
- Extra teacher/ TA support for pupils who have difficulty using language to express their ideas and views.
- Specific vocabulary mats used alongside pictures to support children
- Adapted support/questioning
- Differentiated questioning

[Engaging with parents and the right to withdraw](#)

We believe in the importance of schools and families working in partnership. This is because teachers, parents/carers, pupils and all members of each school’s community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish. We therefore are pro-active in ensuring our parents/carers are well informed about curriculum content, vocabulary, and how to discuss and answer questions about sensitive topics.

At Bishop Martin CE Primary School, we want to equip parents to continue conversations started in class. Therefore, in consultation meetings, we share a representative sample of the resources that we plan to use and, if requested, ensure that parents can view all curriculum materials used to teach RSHE. Parents should know that the materials must not be shared more widely, due to copyright laws.

Parents **do not** have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the Science curriculum, including Science topics related to puberty or sexual reproduction.

Parents **do** have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The following content is deemed to be sex education:

Year Six, Summer Two – Sex Education (How do people become parents and carers?)

- Year Six, Sex Education: How do people become parents and carers – Lesson 1, Which words can we use to describe our private body?
- Year Six, Sex Education: How do people become parents and carers – Lesson 2, How are babies made?
- Year Six, Sex Education: How do people become parents and carers – Lesson 3, What happens in pregnancy and how are babies born?
- Year Six, Sex Education: How do people become parents and carers – Lesson 4, How are families formed?
- Year Six, Sex Education: How do people become parents and carers – Lesson 5, How does life change after having a baby?
- Year Six, Sex Education: How do people become parents and carers – Lesson 6, What is consent?

Before granting any request for withdrawal of a child from sex education, we will meet with parents/carers, and the child if appropriate, to discuss and understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. We will always document this discussion to ensure a record is kept. Following this discussion, the head teacher will grant a request to withdraw a pupil from specific lessons covering reproduction and birth in PSHE, as set out above. This is other than statutory content that is taught as part of the science curriculum.

When a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Monitoring and Evaluation of PSHE

The cohesive PSHE programme will be regularly monitored and evaluated to ensure that it is meeting our aims as set out in this policy, to the same standard as all other curriculum subjects. Leaders ensure that teachers are kept up to date with PSHE information and have access to high-quality training.

The Head Teacher and Subject Leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

- Scrutiny of planning
- Lesson observations
- Learning walks
- Evidence of learning
- Feedback from staff
- Feedback from parents/carers
- Feedback from children

